

ADVANCED

2nd edition

PROFESSIONAL **CHEF**

Level 3
diploma

**Gary Hunter
& Terry Tinton**



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With contributions from Jonathon Warner, Paul Jervis & Dr Rachel Edward-Stuart

Advanced Professional Chef



LEVEL 3 DIPLOMA



Gary Hunter & Terry Tinton



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**Advanced Professional Chef: Level 3
Diploma, 2nd Edition**

Gary Hunter and Terry Tinton

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Gary has many years of education and training experience within the further, higher and vocational education sectors. He continues to travel the world as a culinary and hospitality consultant and as a leading chocolatier with Barry Callebaut, giving seminars in Europe, Korea and the USA.

Gary is an experienced international culinary competition judge and competitor and has won numerous awards and medals. He is a Fellow of the Master Chefs of Great Britain and continues to work with and train many of today's successful chefs in the UK.

Leading the education sector for culinary and hospitality training, Gary was part of the team to produce the City & Guilds Diploma in Professional Cookery qualifications at levels 1, 2 and 3. He was recognized in 2012 by the Craft Guild of Chefs for his contribution to culinary arts with the Education Chef of the Year Award.

As an award winning author with books endorsed by Jamie Oliver and Heston Blumenthal, Gary has published a second edition to the popular Professional Chef Level 2 book.



Terry Tinton is the Senior Chef and Programme Manager for Culinary Arts and has recently been made an Academician with the Academy of Culinary Arts. Specializing in Culinary Science and managing over 25 staff in 14 working kitchens; provenance, sustainability and green issues are a passion. Supporting local producers and working with exemplary ingredients are paramount.

Travelling abroad frequently to work with leading chefs in countries such as USA, Switzerland, France and Germany, Terry also works to a large extent throughout the UK providing specialist culinary demonstrations and training to the wider industry. He has a strong practical background with international and Michelin restaurant experience.

Finding the time to write is a strong passion and he has now written and had published seven educational professional cookery books for students and training chefs. These books have been endorsed by Jamie Oliver and Heston Blumenthal, who have both written forewords for the series. Terry has recently published a second edition to his much-loved Professional Chef Level 2 book.

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Paul Jervis studied at Westminster Kingsway College and graduated after three years. He spent the next years working at prestige contract catering units before being a head chef at a unit catering for 1500 people per day. Each establishment had a strong emphasis in training so Paul developed his teaching experience whilst at work. Paul returned to Westminster Kingsway college to teach in 2009.

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KitMan

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The company has a specialist version for the education sector, and has working partnerships with many catering colleges and universities throughout the United Kingdom and Ireland using the program, including the authors of this book, not only for controlling their own food costs, but also as a teaching tool for the catering and hospitality students.

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PATRON: HIS ROYAL HIGHNESS THE PRINCE OF WALES

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We are pleased to be associated with Cengage Learning and to continue our relationships with the Hospitality & Catering departments of colleges.

For more information please visit www.kitman.com

**Notes on Nutritional Information and recipe
processing**

Please note the Nutritional Information is for guidance only and may not necessarily match the final result. The sample ingredients are based on average contents. The Nutritional Information is calculated **per portion**.

The final nutritional content can be effected by any of the following factors: seasonality; storage method; storage time; brand, breed, variety; cooking method; cooking time; regeneration method. Wastage and yield may also result in the final nutritional content being lower than the results shown.

Where two alternative ingredients have been listed, the first has been used wherever possible.

If an ingredient is listed as optional it has been included if it appears in the main ingredient listing, where possible, but has not if it appears in the method or Chef's Tips part of the original recipe.

Foreword

If you're reading this, you're thinking about pushing the envelope to Level 3 standard. Congratulations – it means you've already got some determination and culinary skill, both things you'll definitely need to make it as a chef. Because mastering the techniques is the foundation of good cookery.

I wanted to be a chef after being taken to a three-star French restaurant when I was 16. I taught myself to cook, preparing the dishes of the classical repertoire over and over, perfecting the techniques they demanded and endeavouring to understand the principles behind them. In the process I acquired a body of knowledge and a 'feel' for cooking that has underpinned everything I've done since. In our modern, techno-savvy world there's a tremendous pressure to look for the fast track, and cooking's no exception. It's tempting to ignore tradition and focus only on what's new and revolutionary. But, for me, cooking's about evolution not revolution: exploring and understanding the foundations of cuisine is the best springboard for taking a leap forward, for taking food in new and exciting directions.

Teaching myself to cook had its benefits, but it was a solitary and often frustrating way to learn. Taking a diploma, on the other hand, must be one of the best ways of getting exposure to every aspect of cooking: the techniques, the teamwork, the time pressure – all the things you'll need to get under your belt in order to progress. *Professional Chef Level 3 Diploma* is the secret weapon that can help you excel on such a course. It's clear, practical and informative, giving you exactly the kind of grounding you need to become a versatile, consistent and creative chef.

And that's where the fun really starts.

Heston Blumenthal



A quick reference guide to the qualification

When people previously qualified as chefs there would have been a wide range of routes and options that could have been taken to achieve this. Some may have followed the NVQ curriculum and that could have been as a full-time college student, part-time college student or through an industry based apprenticeship. Others may never have followed a formal training path at all and reached the qualification by using work-based learning.

The National Vocational Qualification has provided the main curriculum route for industry and College-based training for many years. Historically, the ways in which these qualifications were structured meant that students or trainees would complete a variety of compulsory – or mandatory units and then could choose from other options or additional units in order to complete their qualification.

That has now changed. There are now two types of accredited qualification:

- 1 the VRQ
- 2 the NVQ.

The VRQ Diploma or vocationally related qualification is specifically designed for college-based delivery on either a full or part-time basis. There are a variety of qualifications designed to meet the VRQ criteria and these can provide students with practical experience and an insight to what happens in this diverse hospitality industry. The philosophy behind this Diploma is the principle that a chef needs to have a sound foundation of high quality skills and to be able to apply these skills across a wide range of kitchen activities using a broad variety of commodities.

The NVQ Diploma, as it is now called, is a qualification that provides the learner with a 'job ready' experience. That currently means that for students who want to be trained in an apprenticeship; this will be the only option available to them. However, many colleges have chosen the VRQ

Diploma as the preferred route and any students enrolled on this type of programme, can expect that at least part of the course will be on a work placement out in industry.

The other main changes relate to the value or weighting of the individual units that make up the professional cookery qualification at all NVQ and VRQ Diploma levels. Now, both VRQs and NVQs are required to meet the Qualifications and Credit Framework (QCF).

The different units currently have a varying amount of credit values. In order to complete an NVQ Diploma the learner will complete all mandatory units and make up the outstanding balance of credits by choosing from optional units that will make up at least the minimum number of credits that are required to gain full certification. The VRQ Diploma requires the student to complete all units to achieve the full qualification.

People 1st, the Sector Skills Council, are the representative organization responsible for defining the standards for the hospitality industry. The National Occupational Standards (NOS) that they produce are then taken and used by awarding bodies such as City & Guilds or EDI to create the qualifications that you take part in. So in simple terms People 1st produce the standards that you work towards and the awarding bodies define the conditions and specifications against which you are assessed.


All NOS have a common structure and design. That is to say they all follow a particular format for all vocational sectors. Each vocational qualification is structured in the same way and is made up from a number of grouped components; called units and elements. The units are structured in a standard format and comprise the Unit reference number and title, which you will find aligned to each chapter in this book to help you navigate the information you need. The learning outcomes specify the practical skills and underpinning knowledge to be covered in the range, which will provide you with the detail of each learning outcome.

PROFESSIONAL COOKERY LEVEL 3 QUALIFICATIONS

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About the book



Cold larder and farinaceous

VRQ
Advanced skills and techniques in producing:

- vegetable and vegetarian dishes
- meat dishes
- producing poultry and game dishes
- fish and shellfish dishes

NVQ
Prepare, cook and present complex:

- cold products
- pasta dishes


Recipes

COLD LARDER
Beaten jelly dice
Beefed and balsamic spaghetti
Carpaccio of beef
Chicken ballotine
Chicken liver pâté
Chicken quenelles
Cucumber shrimps
Duck liver parfait
Foie gras terrine
Goat's cheese and walnut terrine
Gravad ax
Pate and calados cover
Pate fud gel
Quail Scotch egg
Smoked duck
Pate terrine
Sachme of tuna
Warm crab cakes
Smoked salmon and prawn terrine
Tian of crab and avocado

COMPLEX FARINACEOUS
Egg pasta dough
Bun-dried tomato pasta dough
Bacon pasta dough
Squid ink pasta dough
Spinach pasta dough
Bacon parmesan with mussels
Tomato linguine
Pasta and wild sweet tomato
Spinach lasagna or lobster
Spinach carbonara with seeps
Truffled spaghetti with asparagus


Mapped to the qualification each chapter addresses a specific unit of the Level 3 Diploma in Professional Cookery qualification.

TASK Reflect on a sports team that you admire and consider the reasons that make them a particularly strong team.



Task boxes provide additional tasks for you to try out.

HEALTH & SAFETY Fire exit doors must be clearly marked, remain unlocked during working hours and be free from obstruction. Fire extinguishers should be available and ready for use in every kitchen.



Health & Safety tip boxes draw your attention to important health and safety information.

SOURCING Growing fresh herbs will not only save money but will give a better flavour.




Sourcing boxes give advice and tips on sourcing ingredients for recipes.

CHEF'S TIP Always try to keep dishes simple when using top-quality fresh ingredients. Using a maximum of five different food components will prevent the dish from becoming too complicated.



Chef's Tip boxes share author's experience in the catering industry, with helpful suggestions for how you can improve your skills.

HEALTHY OPTION To reduce cholesterol, use sunflower oil flavoured with a little sesame seed oil.



Healthy Option boxes indicate where ingredients can be substituted to make a recipe healthier.

WEB LINK For further information on health and safety legislation visit the HSE website at www.hse.gov.uk.

Web Link boxes suggest websites to for further research and understanding of a topic.

LEARNING OBJECTIVES

At the end of this chapter you will be able to:

- Understand the basic concept of taste.
- Explain the physiology of taste.
- Explain the influences on eating and drinking cultures.
- Understand how science and technology have affected eating and drinking.
- Investigate the supply and use of commodities.
- Develop new recipe ideas.
- Recognize dietary requirements.
- Write an informative and balanced menu.
- Understand how to market your menu.
- Support the implementation of the menu.

Learning Objectives at the start of each chapter explain key skills and knowledge you need to understand by the end of the chapter.

ASSESSMENT OF KNOWLEDGE AND UNDERSTANDING

You have now learned about the use of the different types of pasta and how to produce a variety of them utilizing an array of commodities and cooking techniques.

To test your level of knowledge and understanding, answer the following short questions. These will help to prepare you for your summative (final) assessment. Quality identifications

- 1 Explain the importance of selecting the correct type, quality and quantity of pasta ingredients and other ingredients used when meeting dish requirements.

- 2 Give a brief description of durum wheat.

Preparation

- 1 Explain why colour, texture and flavour are important when creating complex pasta dishes.
- 2 Explain why semolina is used when rolling out fresh pasta dough.

Cooking

- 1 Describe how and when fresh pasta should be cooked during service.

Assessment of Knowledge and Understanding

questions are provided at the end of each chapter. You can use questions to test your learning and prepare for assessments.

Step-by-step: Preparing a terrine



1. Lay out prosciutto or Parma ham the width of the terrine mould.



2. Ease the ham into the mould, ensuring the corners are neat and tidy.



3. Combine the raw ingredients carefully.

Step-by-step sequences illustrate each process and provide an easy-to-follow guide.

Spinach lasagne of lobster



Open spinach lasagne of lobster with chervil, tomato and shellfish foam

Ingredients	4 portions	10 portions
Spinach pasta dough	100 g	250 g
Whole cooked lobster	1	2½
Concassé of tomato	2 tbsp	5 tbsp
Chopped chervil	4 tsp	10 tsp
Wild garlic and red pepper vinaigrette	4 tbsp	10 tbsp
Shellfish shells	200 g	500 g
Brandy	30 ml	75 ml
Tomato purée	1 tbsp	2½ tbsp
Fish stock	100 ml	250 ml
Double cream	100 ml	250 ml
Butter	50 g	125 g
Good quality salt and white pepper	to taste	to taste

Recipes provide examples of the different cooking processes for you to try out.

Guest Chef

Ginger coated goat's cheese with beetroot cake, pickled baby beetroot and candied beetroot

Chef Michael Evans
Centre Coleg Llandrillo

This brings together the best Welsh goat's cheese with earthy tastes of the beetroot. The mild and creamy taste of the goat's cheese from the Brecon Beacons, blends with the sharpness of the baby beets and the sweetness of the cake.

Ingredients	4 portions
Red beetroot peeled	50 g
Red beetroot finely grated	125 g
Self raising flour	100 g
Eggs	2
Butter	125 g
Caster sugar	125 g
Red wine vinegar	1 tsp
Mixed spice	1 tsp
Apricots dried finely diced	25 g
Pine nuts chopped	25 g
Pentycow goat's cheese	100 g
Softened butter	15 g
Baby red beetroot peeled	4
Baby yellow beetroot peeled	4
Baby candied beetroot peeled	1
Beetroot juice	250 ml
Agar agar	2½ g
Banana shallot rings	25 g
Ginger biscuits crushed	50 g
White wine vinegar	500 ml
Sea salt	2 tbsp
Water	500 ml
Micro herbs	25 g

METHOD OF WORK

- 1 Pre-heat oven 180°C. Agate mark 4. Cream sugar and butter. Incorporate eggs, then flour and grated beetroot. Pour into a lined 20cm x 10cm tray and bake for 45 minutes.
- 2 Combine water, white wine vinegar and salt, bring to the boil then separate into two pans. Place red baby beetroot in to one and yellow beetroot into the other, reboil then take off the heat, cover with cling film and leave to cool.
- 3 Cream goat's cheese in a bowl, add softened butter, chopped apricots and pine nuts. Place out onto silicon paper and roll to form a cylinder 2.5 cm in width. Place into freezer to set.

- 4 On a mandolin slice candied beetroot, lay on a silicon mat and place in to a drying cabinet.
- 5 Cook remaining beetroot and then puree, adjust consistency with a little cooking liquid and pass through a fine sieve, season. Place into a plastic bottle and keep warm.
- 6 When cake is cooked cover with silicon paper, then a tray and two 250 g weights to help make sure the cake is even when cut, cool in blast chiller.
- 7 Bring beetroot juice to the boil then add agar agar. Whisk and bring back to the boil, pour into a 20cm x 10cm tray lined with cling film and allow to set.
- 8 Cut beetroot cake in to pieces 2.5 cm. Turn out set beetroot juice and cut into pieces 2.5 cm in width.
- 9 Remove baby beetroots from pickling liquid and drain on to a J cloth, season.
- 10 Remove goat's cheese from freezer and cut into slices 2.5 cm wide and roll in the ginger biscuits crumbs. Allow to soften at room temperature for 10 minutes.

To finish

- 11 Squeeze an amount of the beetroot puree onto the plate and drag across the plate. Place beetroot gel onto the plate, place beetroot cake on top. Decorate the top of the cake with pickled beets, slices of candied beetroot, shallot rings and micro herbs. Finally place goat's cheese on to beetroot drag.

Guest Chef Recipes

provide examples of the different cooking processes from leading industry figures from colleges throughout the UK.

VIDEO CLIP Canapés: prawn with lemon dressing and pâté en croute



Video Clips if your college adopts Coursemate Professional Chef Level 2, will enable you to view video demonstrations of key processes online.

Introduction

The intention of this book is to guide you to the skills and introduce the knowledge required to become a chef in the hospitality and catering industry.

Cooking, serving and eating food has become a major communication practice across the world. Food is prepared as a gift, as a medicine, to create friendship, to nourish, to celebrate, to generate business and to stimulate happiness. The chef now has the capacity to communicate through their food, initiate fulfilment and joy and conceive relationships.

The basic principles of being a worthy professional chef are to combine good ingredients with sound techniques, skills and basic knowledge of culinary science with attention to detail. Only then will you have the basis to show your culinary artistry and creative talents.

This book will also illustrate some of the top teachers in this country whose talent, dedication and energy have helped them achieve a high standard of excellence in the catering industry today. They share their thoughts, recipes and experience for you to learn from. It will also provide you with an important reference point to attain the professional skills and knowledge for today's classically based modern cuisine.

Enjoy learning and enjoy cooking!

Gary Hunter





Supervisory skills in the hospitality industry

VRQ

Supervisory skills in the hospitality industry

NVQ

Develop productive working relationships with colleagues

Contribute to the control of resources

Maintain the health, hygiene, safety and security of the working environment

Employment rights and responsibilities in the hospitality, leisure, travel and tourism sector

LEARNING OBJECTIVES

At the end of this chapter you will be able to:

- Explain how to apply staff supervisory skills within a small team.
- Apply and monitor good health and safety practices.
- Develop productive working relationships with colleagues.
- Use appropriate behaviours for developing productive working relationships with colleagues.
- Know and understand how to develop productive working relationships with colleagues using general knowledge.
- Know and understand how to develop productive working relationships with colleagues using industry and sector specific knowledge.
- Know and understand how to develop productive working relationships with colleagues using context specific knowledge.
- Be able to contribute to the control of resources.
- Understand how to contribute to the control of resources.
- Be able to maintain the health, hygiene, safety and security of the working environment.
- Understand how to maintain the health, hygiene, safety and security of the working environment.
- Know employer and employee rights and responsibilities and own organizational procedures.
- Know factors that affect your own organization and occupation.

Introduction

The aim of this chapter is to assist you in developing the necessary knowledge and appreciation of how to supervise, lead and train teams and individuals in order to develop

sound teamwork in a professional kitchen. We will discuss development and understanding of the range of responsibilities required in a supervisory role, including the functions of supervision and the characteristics of leadership.

We will also detail the contribution of resources within a kitchen and encourage you to develop skills and implement knowledge for controlling resources, including assessment and understanding of the importance of equipment, colleagues and suppliers as resources. This is about ensuring that you, and the staff you are responsible for, use resources effectively and efficiently, without undue waste. It covers obtaining supplies, checking equipment, monitoring the use of resources and keeping records.

Supervision and leadership

Supervisory skills

The definition of supervision is:

- To oversee activity – to watch over an activity or task being carried out by somebody and ensure that it is performed correctly.
- To oversee people – to be in charge of a group of people engaged in an activity or task and keep order or ensure that they perform it correctly.

It is the responsibility of supervisors to directly influence progress and productivity within an organization. Supervision often includes conducting basic management skills (decision making, problem solving, planning, delegation and meeting management), organizing teams, noticing the need for and designing new job roles in the group, training new employees, managing employee performance (including setting goals, observing and giving feedback, addressing performance issues and employee development) and ensuring conformance to personnel policies and other internal regulations.

The scope of supervisory roles and tasks in the professional kitchen

A supervisor will typically undertake the following quality control tasks within a kitchen environment:

- 1 Forecasting possible and probable outcomes and to plan for them.
- 2 Plan, organize and supervise the work of the **chefs** within a section.

- 3 Set and communicate targets stating the quality points that are to be achieved and the time frame considered necessary to establish work schedules.
- 4 Supervise all food preparation tasks throughout the day and monitor the quality of ingredients, dishes and produce.
- 5 Ensure that the production of dishes is to customer requirements – including during service – and meets all time constraints and deadlines.
- 6 Check and order supplies as required by the section or kitchen.
- 7 Assist in planning menus with the line manager or head chef.
- 8 Keep quality records in line with health and safety regulations.
- 9 Make quality reports in line with the organization's requirements.
- 10 Monitor the behaviour of the team and solve problems that may arise.
- 11 Contribute to individual and team development, identify training requirements and undertake training sessions in the preparation of dishes and certain everyday tasks.
- 12 Perform other related duties as assigned by the operational management.



A team leader with his team of trainees

It is generally accepted that a good supervisor is also a strong leader. Supervisors need a wide range of technical, people and conceptual skills in order to carry out their tasks. The diverse nature of the hospitality industry ensures that it is very unlikely that a task is carried out by a single person; there is usually at least one other helping to prepare, serve, clear or manage.

This allows the opportunity for a leader to emerge and help steer the group towards achieving their goal.

Leadership characteristics

When identifying a good leader or assessing your own performance there are several key characteristics worth considering:



Leadership is a skill that requires practice and dedication; motivating a team is a major factor alongside ensuring that the team stays focused on the common goal.

A leader should be:

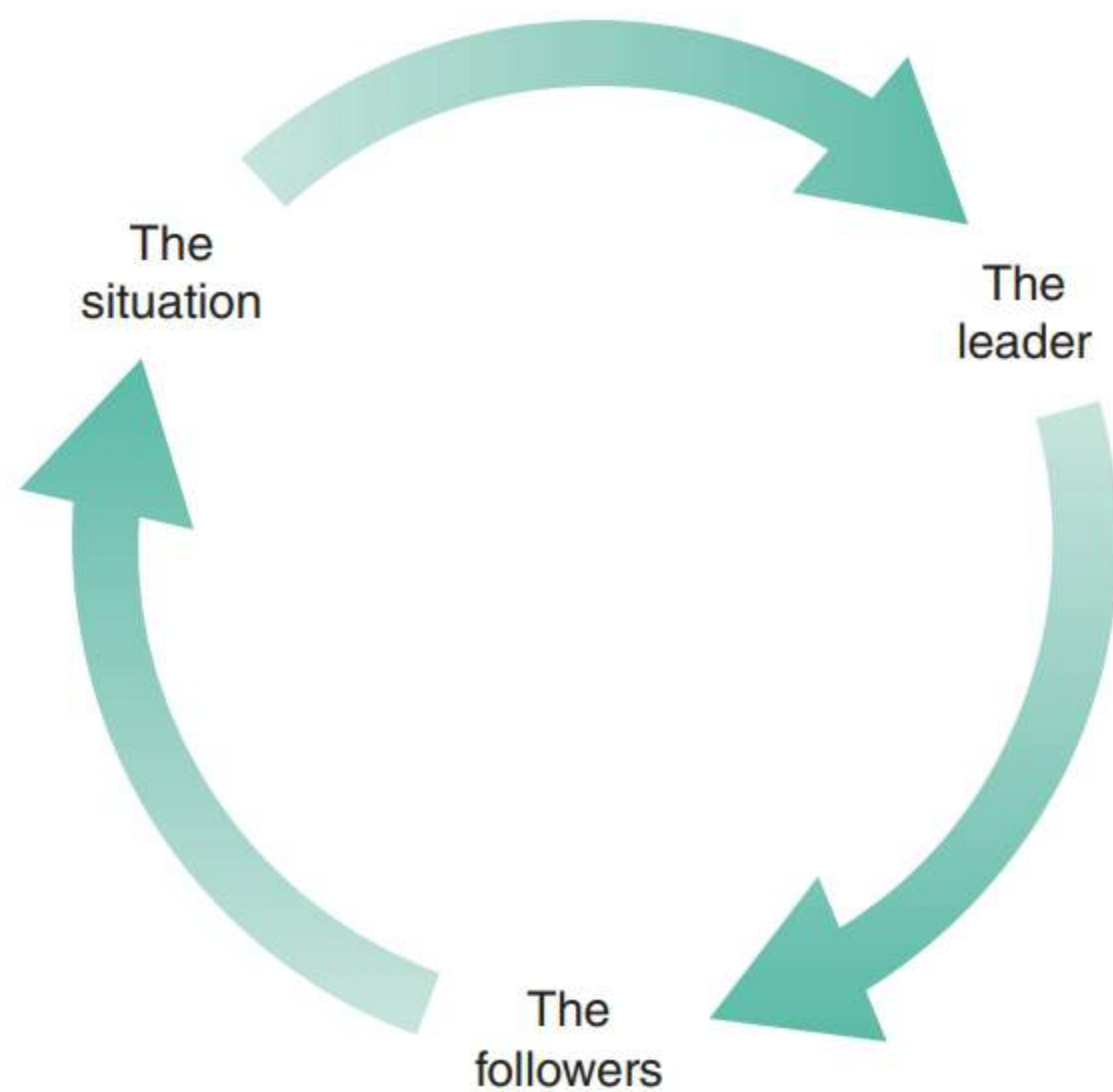
- Challenging – ensuring that you look for opportunities to improve performance.
- Delegator – the leader empowers others in the team to make decisions and assign responsibility to others.
- Inspirational – motivating individuals and empowering the team at all levels.
- Leading by example – setting guidelines, participating and working in a professional and inspirational way. Making an active contribution to the success of the team.
- Open to discussion – sharing best practice and discussing improvements in a controlled professional manner. The leader shares the decision with the team and therefore is part of the team.

Leadership is often defined in two ways: transactional and transformational leadership. These definitions were developed over years of research and evaluation. A leader meets certain criteria which are then assigned to either category.

A TRANSACTIONAL LEADER

This refers to the way in which a leader achieves their goals by using behaviour, incentives and rewards to motivate their team. The term transaction is the same as in a business transaction where one person receives an exchange or payment for goods or services offered.

Below is an example of how the transactional cycle works:



Using the cycle above as a guide we can see how a **sous chef** may offer an incentive, such as additional time off for tighter wastage control of ingredients in a kitchen – this shows the leader offering an incentive to the follower in the situation that requires team improvement.

A TRANSFORMATIONAL LEADER

A transformational leader has the ability to assess, develop and eventually change the behaviour and mindset of the team over a long period of time. This type of leadership is highly sought after as it enables the business to achieve a common goal amongst all team members to exceed their own expectations and deliver a first class service.

A successful leader will work with the team to ensure motivation and encouragement to make individual team members feel respected in their day-to-day work. There are three factors which are essential in becoming a transformational leader:

- Be charismatic.
- Be able to stimulate staff intellectually.
- Have consideration for individuals.

The demands of leadership

A leader has to be able to cope with pressure from all directions and ensure that they always remain composed and

self-confident. There are two aspects of a leader's responsibility which they must come to terms with very quickly:

- 1 Meeting set targets and achieving overall goals.
- 2 Maintaining and developing positive working relationships.

Unfortunately, the two are not always easy to achieve together as the target may require increasing a person's workload. In the hospitality industry there are many essential and consequential factors that a leader must manage such as:

- the owners' requirements;
- customer needs and expectations;
- employees;
- competitors;
- the head office or directors;
- market fluctuations, e.g. cost, business considerations, costs and the market.

The qualities that are required of a good leader are varied. In order to help meet the increasing demands placed on leadership some qualities, outlined below, are requisite:

- confidence in your own ability and that of your team;
- the ability to demonstrate a logical approach to all tasks;
- forward thinking;
- a good understanding of behaviour concepts;
- a visual awareness and the ability to connect with people;
- a politically correct attitude at all times;
- high motivation;
- an aim to improve the business and the team whenever possible.



Planning for a large dinner function and organizing and co-ordinating staff is an essential leadership skill in the kitchen

Task Consider the qualities you respect the most in a good leader or supervisor.



The purpose of supervision

Supervisors are normally involved in the deployment of resources, most of which directly concerns staffing and equipment and sometimes budget management. The primary role of a supervisor is to ensure that a team of people work cohesively to achieve established objectives and targets set by the nature of the business. The accepted purpose of supervision is determined by a set system of functions that is determined by the employer or establishment. However, generally the hospitality industry addresses the following elements:

Forecasting – before the planning element can take place it is essential to be able to predict and foresee possible outcomes. An example of this is the preparation of the staffing rota and foreseeing busy periods, allowing for potential staff sickness or holiday periods and for balancing the skill set of the team to allow for maximum performance throughout the week. Being able to successfully forecast is the good use of judgement attained from previous knowledge and experiences.

Planning – after the forecasting element comes the planning process. Various questions need to be considered such as how many potential meals need to be prepared for? There are further planning elements that arise from this basic question, for instance; how many staff are required, how much stock do you need to carry, which staff are needed and at what periods, do you need to update equipment and does this need training for the team?

Organization – this involves the supervisor in the production of training programmes, duty rotas, cleaning schedules and food and beverage ordering. If specific functions are to be catered for such as large dinner dances, the organization skills required of the supervisor include precision timing of the service and the capability to work back from this point in order to organize all necessary aspects of the preparation, cooking and service of the food.



A leader of a kitchen has to have good organizational attributes to make sure things run smoothly

Coordination – this skill is needed to ensure all the team work together in a cohesive and timely way. To help achieve this, the supervisor must be able to communicate effectively with all staff and attain a positive relationship with each member of the team and other departments.

Communication – this is probably the most important aspect. To effectively convey orders, information, instruction and operational procedures requires the supervisor to have the correct attitude to the team as a whole. The supervisor needs to have the technical knowledge and ability to direct staff and to carry responsibility to achieve specific objectives.

Controlling – this includes the controlling of processes as well as staff and commodities. This will mean that all health, safety and hygiene processes are stringently adhered to throughout the department. Controlling also involves checking that the finished dish is of the correct standard, quantity, quality and with minimal waste.

Delegation – by giving an element of responsibility to individual team members the supervisor can be more effective in their role of coordinating and controlling. Responsibility should be given to those who have the correct level of ability, potential for development and reliability. A strict list of duties should be set out to the delegated team member so that everyone is totally aware of the requirements and standards to be attained.

Motivation – because not everyone wants or is capable of responsibility, the supervisor still needs to motivate those who are potentially less determined. Most people are prepared to work in order to improve their standard of living, however there is another equal factor in motivational concepts; the need for people to attain satisfaction from the work that they do. The supervisor must acknowledge this theory and judge how different members of the team achieve job satisfaction.

Employee wellbeing – people always work best in good working conditions and these consist of freedom from fear such as discrimination, becoming unemployed and fear of failure in specific tasks or job roles. Employment security and incentives such as opportunities for promotion, pay supplements, profit-sharing and personal and continuous development encourage a superior attitude to work. The supervisor is in a pivotal position to ensure that this all happens.

Leadership styles

Leadership style is the method in which the elements of leadership are carried out and essentially the way a leader or supervisor acts towards the members of the team. You can regard leadership styles in one of two ways:

- 1 Ask 'what is my leadership style?' This is to focus on what you enjoy, what you may possibly be good at and what strengths and weaknesses you have.
- 2 Ask 'what leadership style is most suitable for the individual, team or organization that I am leading?' This is to focus on the needs of the business, on the criteria for success and on your approach that will bring about the maximum positive impact.